



**The Montana Comprehensive Assessment System
(MontCAS)**

Criterion-Referenced Test (CRT) - Science

**TEST ADMINISTRATOR'S MANUAL
Spring 2014**

Reminders and What's New

- This year the CRT is only being administered in Science at grades 4, 8 and 10.
- The CRT Alternate is continuing in Reading, Math at grades 3-8 and 10 as well as Science in grades 4, 8 and 10.
- Monday, March 10 is the first day of daylight-savings time. It is recommended that schools do not schedule testing on that day.
- **Standard accommodations are intended for use with students identified as IEP/504/LEP. For prospective cases in which the request is not related to a medical emergency, the guidelines below should be followed.
 - The accommodation has been in place and used regularly in classroom instruction for at least three consecutive months.
 - A team made the decision about the appropriateness of the accommodation for instruction and formalized assessments.
 - There are data to demonstrate the effectiveness of the accommodation for the student on formalized assessments.
 - The accommodation is used in the administration of ALL other formalized assessments such as MAPS, chapter tests, unit tests, and other tests administered to groups of students.

Instructions for the online process to request approval will be provided to System Test Coordinators in a separate document.

Important Dates

March 4 through March 26, 2014: CRT - Science test administration window

February 17 through March 26, 2014: CRT – Alternate Reading, Math and Science test administration window

Thursday, March 27, 2014: The deadline to return test materials to your System Test Coordinator

Important Test Security Statement

All Test Booklets, test questions, and responses to those items in the Montana Comprehensive Assessment System Criterion-Referenced Test (CRT) are secure materials and may not be copied or duplicated in any way or retained in the school after testing is completed. Systems and schools are required to return all Test Booklets to Measured Progress after testing is completed.

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Test Security

Test coordinators and administrators are prohibited from disclosing the contents of CRT assessments. All test questions are secure. Under no circumstances should Test Booklets or marked Answer Booklets be reviewed, circulated, duplicated, or discussed. The only exception is for the administrator who needs to read to the student who is taking the test with a modality accommodation.

All System Test Coordinators and school principals/authorized representatives must each complete an online test security agreement after testing. The agreements will be online at the website address <http://iservices.measuredprogress.org>.

Any concern about a breach of test security or noncompliance with test administration procedures must be reported immediately to the principal, System Test Coordinator, and State Assessment Director. All System Test Coordinators and school principals should be familiar with *OPI Guidelines and Procedures for Test Security*, provided by OPI. This OPI publication outlines reporting procedures for testing irregularities, as well as a sample of the online reporting form. The form must be completed and submitted to OPI within five days of the incident. More information on test security can be found on the OPI website.

Structure and Format of the Test

The MontCAS Criterion-Referenced Test (CRT) is a comprehensive assessment covering a broad range of objectives in science. All students in grades 4, 8, and 10 will take the science CRT. Each student will record answers to all portions of the test in a single Answer Booklet. Directions for administering the test are provided on pages 9–14 of this manual. Students may underline words and/or use a highlighter in their Test Booklets. Scrap paper may be provided to students to assist them during testing. All scrap paper must be shredded after each test session.

The CRT includes

- Multiple-choice items, which require students to select the correct answer from four possible options;
- Constructed-response items, which require students to write a brief response or to show the solution to a problem and explain their answers. These items each take approximately 5–10 minutes to answer.

Checklist for Test Administrators

BEFORE TESTING:

- Meet with your school test coordinator to receive training on test security, test administration procedures, handling of test materials, and accommodations. (All documentation is available on the OPI website at <http://www.opi.mt.gov/Curriculum/MontCAS>.)
- Read all directions for test administration in this manual.
- Check your test materials to be sure you have enough for the students you will be testing. Notify your school test coordinator if you are missing any materials or have defective materials.
- Obtain student barcode labels from your test coordinator and affix them on the appropriate space provided on the front cover of each Answer Booklet.
- Assist your school test coordinator in notifying students and parents about the test.
- Secure #2 pencils for test takers.

DURING TESTING:

- Maintain test security.
- Post a “testing” sign on your classroom door.
- Write your name, school name, and school code on the board.
- Be sure that all students have a comfortable and adequate work space.
- Monitor students’ handling of Test Booklets and Answer Booklets to keep the booklets in good condition.
- Administer makeup tests or tests for students who require accommodations, if you are assigned to do so.

AFTER TESTING:

- Code accommodation information on page 2, section 2, of each Answer Booklet, if applicable.
- Verify that an Answer Booklet was completed for every student in your administration group.
- Attach an explanatory note to each Answer Booklet that needs special handling and place this material at the top of the stack you are returning to your school test coordinator.
- Place the used Answer Booklets in the large white envelope labeled “For Return of Used Answer Documents.” **Do not seal this envelope.**
- Return all Test Booklets, the large white envelope containing used Answer Booklets, and all other secure test materials to your school test coordinator on or before the morning of Thursday, March 27, 2014.

Students Required to Take the Science CRT and the CRT-Alternate

- **ALL** classroom students in grades 4, 8, and 10 enrolled in accredited public and private Montana schools are required to participate.* This includes students participating in the Montana Digital Academy and Youth Challenge programs. (See glossary on page 16 for detailed definitions.)
- Students who have been identified as having Limited English Proficiency (LEP) must take the science CRT.
- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year and if they have not reached the age of 19. Part-time students enrolled for less than 180 hours in a mathematics course, a reading course, or a science course may participate in the CRT, but their scores will not be included in the calculation of averages.
- Homeschooled students may participate in the CRT at the request of a parent. Homeschooled students must be tested at a local school during the regular testing period; they may not be tested at home. Arrangements should be made through the county superintendent. For schools with homeschooled students participating in testing, the following are directions for completing their Answer Booklets:
 - Page 1: Complete the “Student Name,” “School Code,” “Form Number,” and “Birth Date” boxes.
 - Page 2: Complete Section 1, “Student not enrolled.” Complete Section 2, if applicable.
- **Students in private schools not accredited** by the Montana Board of Public Education may participate in the CRT provided they are willing to comply with state assessment guidelines.
 - Page 1: Complete the “Student Name,” “School Code,” “Form Number,” and “Birth Date” boxes.
 - Page 2: Complete Section 3, “Student enrolled.”
- All suspended students are expected to participate and will be counted in district and school reports.

*** Students eligible for the CRT–Alternate Assessment in grades 3–8 and 10 are required to take the CRT–Alternate math, reading, and science assessments.**

Students who do not participate during testing: The Office of Public Instruction is required to report to the United States Department of Education the reason for each enrolled student, including students with IEPs, who does not participate in the state-wide assessment. These reasons do not represent options for not having a student participate; rather they are a method to report why, despite the school's best efforts, a student was unable to participate.

Any student enrolled on the count date (March 11, 2014) in the Montana state student information system (AIM), but for whom there is no Answer Booklet returned to Measured Progress, will be assigned a scaled score of 200 (novice), which will be included in the school's average. Test administrators must maintain a list of students who are absent for regularly scheduled test sessions. Makeup test sessions for these students must be scheduled within the testing period (March 4–March 25). Schools should return an Answer Booklet for each enrolled student even if the booklet is blank or incomplete; the student barcode label should be affixed or the required information should be bubbled on page 1.

Students Eligible for Reporting Exclusions (from Calculation of Averages)

Excluded from state averages	Must participate	May participate	Results included in averages	Results not included in averages
<u>Foreign exchange students</u>	Yes			√
Students enrolled in a <u>private accredited school</u>	Yes			√
Students enrolled in a <u>private non-accredited school</u> provided they are willing to comply with state assessment guidelines		Yes		√
Students <u>not in school for the entire academic year</u>	Yes			√
Students <u>not in a system for the entire academic year</u>	Yes			√
Students enrolled <u>part-time (less than 180 hours)</u> and taking a mathematics, a reading, or a science course		Yes		√
<u>Homeschooled students</u> may participate in the CRT at the request of a parent. Homeschooled students must be tested at a local school during the regular testing period; they may not be tested at home. Arrangements should be made through the county superintendent.		Yes		√

Determining How Students Will Participate in the CRT or CRT-Alternate

All students, including students with special needs, must participate in the CRT assessment program, either by taking the regular CRT or, if they meet the eligibility criteria, the CRT-Alternate Assessment. Students with special needs and LEP students are often given test accommodations.

All persons administering the assessment to special education students should be familiar with the assessment guidelines that are part of each student's IEP and with the allowed state-assessment accommodations. Test accommodations are generally derived from a student's IEP. A limited number of standard accommodations are available for regular education students. If one of the allowable standard accommodations for regular education students has been part of a student's classroom routine three months prior to testing, it may be used in the administration of the CRT. Please see Appendix B on page 16 for details on accommodations.

The CRT-Alternate Assessment results are classified into the same four performance categories as regular CRT assessment results. This allows the results for alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for the performance of nondisabled children. Therefore, the CRT-Alternate Assessment is a performance-based test that is aligned with Montana's content standards and expanded benchmarks. The inclusion of students with disabilities in the assessment and accountability system is critical to ensuring appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress.

Completion of the CRT-Alternate Assessment

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for IEP teams (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as providing evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

Guidelines for Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session or go forward to view or begin another session.
- Sessions 1, 2, and 3 must be completed in order (for example, Monday morning, session 1; Monday afternoon, session 2; Tuesday, session 3). For guidance on scheduling makeup sessions, contact OPI.
- Suggested total testing time for the science CRT is approximately 2 hours and 30 minutes. Scheduling different sessions over the course of at least two days is suggested to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule.

- Testing schedules should be arranged so students, especially fourth graders, do not become fatigued. It is suggested that these students be tested for no longer than two hours without an hour break in any one day.
- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, breaks, lunch, or end of day schedules. Sufficient time should be allowed for continuous administration of each test part.
- The CRT is an untimed test. The suggested schedule reflects the time needed by most students to complete the test. A student who is working productively without experiencing undue fatigue or frustrations may be allowed more time to complete the test. Extra time is not a standard accommodation.
- The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes of the same grade are being tested, each classroom of students should take the same test session simultaneously to ensure test security. The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium.

Student Test Materials

In addition to this manual, you will receive a set of student test materials for the group of students you will be testing. A complete set of materials for each student includes the following:

- Test Booklet
- Answer Booklet
- Student barcode label (Place barcode label in the appropriate location on the front cover of the Answer Booklet before the first test session.)

In the class packs, there are four different forms of the Test Booklet. It is important to remember that the different forms of the booklets have been mixed in the class packs for random distribution to students. Do not change the order of any forms.

Barcode Labels

Student barcode labels are included in school test materials shipments. Note that all student label information is extracted from AIM in January. Schools will not receive a label for students enrolled after this extract. If you do not have a label for an enrolled student, the student's demographic information will need to be entered onto the student Answer Booklet. If a student is no longer enrolled at your school, please update your local student information in AIM prior to the end of the testing window. If a student's name is misspelled or a student's grade level is wrong, you may still use the label and update the information in AIM prior to the end of the testing window. Do not write directly on the barcode label. All student information changes must be in AIM prior to the end of the testing window to ensure that CRT reports reflect the correct student information and enrollment status. Student labels that are not used for any reason are to be affixed to the Unused Barcode Label Form and returned to Measured Progress.

Barcode label availability and required coding information may differ depending on the type of school in which a student is enrolled. For specific information about barcode labels and coding for each school type, see the OPI website <http://www.opi.mt.gov/Curriculum/MontCAS>.

Students Who Move during the Testing Window

For information on what to do when a student moves before or during testing, refer to OPI's *Students Who Move*, posted online at <http://www.opi.mt.gov/Curriculum/MontCAS>.

CRT Accommodations

The *OPI Guidelines for Accommodations* is online at the OPI website at <http://www.opi.mt.gov/Curriculum/MontCAS>.

Accommodations

Accommodations are available to all students on the basis of individual needs and regardless of disability status. Decisions regarding accommodations should be made by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction and assessment for at least three months prior to testing.

Accommodations are changes in the way a test is administered or responded to by the student who is being tested.

- **Standard accommodations are intended for use with students identified as IEP/504/LEP. These accommodations must be listed in the student's IEP, 504 Plan, or LEP Plan.
 - In unusual circumstances, approval may be requested for a general education student (not identified as IEP/504/LEP) to be administered the CRT with an accommodation keyed with **. In most cases, these are students who may have a medical emergency at the time of testing. In medical emergency cases, please contact Judy Snow, 406-444-3656 or jsnow@mt.gov.
 - For prospective cases in which the request is not related to a medical emergency, the guidelines below should be followed.
 - The accommodation has been in place and used regularly in classroom instruction for at least three consecutive months.
 - A team made the decision about the appropriateness of the accommodation for instruction and formalized assessments.
 - There are data to demonstrate the effectiveness of the accommodation for the student on formalized assessments.
 - The accommodation is used in the administration of ALL other formalized assessments such as MAPS, chapter tests, unit tests, and other tests administered to groups of students.

Instructions for the online process to request approval will be provided to System Test Coordinators in a separate document.

- Nonstandard accommodations change what is being measured by a test.

Large-print: Large-print Test Booklets are enlarged editions (using 18-point font) of the CRT Test Booklets. Students may write directly in the large-print Test Booklets. Test administrators are **required** to transfer each student's answers from the large-print Test Booklet to an Answer Booklet and **code accommodation #27** in the appropriate boxes on page 2 of the Answer Booklet. Not transferring answers will result in the lowest possible score (200/novice). If you need to order a large-print Test Booklet, see your school test coordinator.

Braille: Montana treats the Braille version of the CRT as a standard test accommodation. Test administrators are **required** to transfer each student's answers from the Braille Test Booklet to an

Answer Booklet and **code accommodation #26** in the appropriate boxes on page 2 of the Answer Booklet. Not transferring answers will result in the lowest possible score (200/novice).

The accommodations and guidelines are listed in Appendix B on page 16.

Instructions for Test Administrators

Before Testing

As test administrator, you will help ensure that testing proceeds smoothly and materials are properly accounted for. All test administrators must follow the instructions given in this manual to ensure the quality of assessment data.

All test items and responses in the CRT are secure materials and may not be copied, duplicated, or retained in the school after testing is completed. To protect the security of the test, all test administrators must carefully follow the instructions in this manual for administering the test and handling the materials.

Scheduling Test Sessions

The CRT test must be given to students between March 4 and March 25. Schedule the testing in your school early enough during this period to allow time for makeup testing. You must also schedule testing for any students who require test accommodations that cannot be met during regular test sessions. All testing, including makeup sessions, must be completed no later than Tuesday, March 25, 2014.

Announce ahead of time, not during testing, that students who complete a test session early may go back and check their work in that session of the test only or may close their Test Booklets and sit quietly. Students may not work on any other session of the test. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb students who require more time.

The CRT is intended to be a measure of student proficiency rather than speed; therefore, suggested times should not be strictly enforced. Students should be allowed to continue as long as they are working productively. If a student needs additional time beyond the suggested time range, move the student to a pre-designated area. Schools should set aside a separate classroom on testing days to continue testing students who need more than the scheduled time per session to finish their work. Students should be accompanied to the new site by a trained test administrator, and testing should continue to be monitored by a trained test administrator who will collect the Answer and Test Booklets and return them to a secure location. See Appendix A on page 16 for suggested testing schedules.

During Testing

During testing, the test administrator's primary responsibility is to

- encourage students to take the task seriously and to do their best on the test,
- give clear directions to students, and
- monitor student performance to see that directions are followed.

Your school test coordinator will notify you about students who are excluded from all or parts of the test and about students who will take the test using accommodations. Students normally requiring accommodations for testing should be tested and the appropriate accommodations should be followed. Unless approved as an accommodation, you should not aid any student in reading, answering, or

understanding the test questions, or help them in any way. Using the 2014 test materials prior to testing to familiarize students with test-taking strategies is a violation of test security.

Circumstances over which you have no control (e.g., fire drills or power failures) may disturb the students. If an interruption occurs during testing, ask students to pass their Test Booklets in to you, if possible. When normal conditions are restored, redistribute the testing materials to students and resume testing. Interruptions should not reduce the total amount of time students are given to complete the test session.

Administration Instructions and Scripts

The following pages detail the procedures to be followed for each test session. Review the step-by-step directions before beginning each part of the test. Familiarize yourself with the appropriate sections of a Test Booklet. Reading the directions to the students should only take a few minutes so that most of their time is spent answering the test questions.

To ensure consistent and accurate test administration, a “script” for each session (material to be read aloud to students) is provided in bold print. Directions to you within the scripts are in parentheses. Additional directions for you are printed as regular text. Please be aware that within the scripts there is grade-specific data. Please read only the data for the grade to which you are administering the test.

General Instruction Section to Verify and Complete Student Information

Materials needed: Test Booklets, Answer Booklets, and #2 Pencils (Highlighters are permitted but optional, and a barcode label should have been previously placed on each Answer Booklet.)

NOTE: Before you begin this session, you may write the following items on the board:

- Teacher’s name
- Keep working until you reach the stop sign for the session, located on the bottom-right corner of the page.
- Do not go beyond the stop sign for the session.
- When you finish the test session, you may check your work in that test session only.
- For constructed-response questions, make sure your work fits in the space provided.
- Mark the answer to each multiple-choice question by filling in the correct bubble in your Answer Booklet.

Distribute one Test Booklet and one Answer Booklet to each student. Students should use the same booklets throughout testing. If the student Answer Booklets have student labels affixed to them, make sure each student receives his or her own Answer Booklet. Not all students will have labels.

If the student does not have a label, sections A, B, D, and E on page 1 of the Answer Booklet must be completed.

Read aloud to students in grades 3–8 and 10:

You are now preparing to begin the Montana CRT. Please look at the Answer Booklet you have just received and verify that your name is the one printed on the label located on the right side of the front cover. (Pause.)

On the front top right-hand corner of your Answer Booklet below the picture, please print my name, as it is written on the board, in the box that says “Teacher’s Name.” (Hold up Answer Booklet to demonstrate.)

Read the following paragraph aloud to students in grades 4–8 and 10:

Directly underneath “Teacher’s Name” you will see Box F, “Form.” Fill out the form number section by bubbling in the number of your test form. Can everyone locate your form number? It is located on the front cover of your Test Booklet, in the center, directly underneath the word “Grade.” Does anyone need help? (Before moving on, walk around the room to verify that the form numbers have been correctly coded on each student’s Answer Booklet.)

Thank you for completing this information.

During all of the test sessions, you must use a #2 pencil to write and mark your answers. If you do not have a #2 pencil, please raise your hand. (Supply a #2 pencil to students who need one.) **During the test you may highlight or underline text in the Test Booklet. Highlighters may not be used in the Answer Booklet.**

Read aloud to students:

“The science test contains three sessions. In each session you will be asked to answer multiple-choice questions and questions for which you must show your work or explain your answers. Write your answers to all of the questions in your Answer Booklet.

Are there any questions? (Answer any questions the students may have.)

We will now begin test session 1.

Please turn to the page in your Test Booklet that says “Science Directions.”

Science Directions (Grades 4, 8, and 10)

Materials needed: Test Booklets, Answer Booklets, and #2 pencils

If the Test Booklets and Answer Booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.

Read aloud to students:

This science test contains three test sessions. Use a #2 pencil to mark or write your answers in your Answer Booklet.

This test includes two types of questions: multiple-choice and constructed-response questions.

For the multiple-choice questions, you will be given four answer choices—A, B, C, and D. You are to choose the correct answer from the four choices. Each question has only one answer. After you have chosen the correct answer to a question, find the question number in your Answer Booklet and completely fill in the circle for the answer you chose. Be sure the question number in the Answer Booklet matches the question number in the Test Booklet. The example below shows how to completely fill in the circle.

CORRECT MARK	INCORRECT MARKS
<input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

If you decide to change your answer to a question, erase the wrong mark completely before filling in the circle of the new answer. Be sure you have only one answer marked for each question. If two circles are bubbled in for the same question, that question will be scored as incorrect.

If you are having difficulty answering a question, skip the question and come back to it later. Make sure you skip the circle for the question in your Answer Booklet.

For the other types of questions in the Test Booklet, you will be asked to write your answers in the box provided. Read the question carefully. If a question asks you to explain your answer or to show your work, be sure to do so.

You may make notes or use highlighters in your Test Booklet, but you must bubble or write your final answers in your Answer Booklet. Do not highlight or make any unnecessary marks in your Answer Booklet.

Let's work through a sample question together to be sure you understand the directions.

Sample Question

1. What is the state animal of Montana?

A. elephant
B. giraffe
C. grizzly bear
D. zebra

Science–Session 1 (Grades 4, 8, and 10)

Materials needed: Test Booklets, Answer Booklets, and #2 pencils

If the Test Booklets and Answer Booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.

Read aloud to students:

In your Test Booklet, turn to the session that says “Science–Session 1.” (Pause.)

You will be told when the regular testing period is about to end. At the end of this session, please stop at the stop sign located at the bottom right corner of your Test Booklet. As long as you are working productively, you will be given more time to finish the test.

If you finish this session early, you may go back and check your answers in this session only. You may not go forward or back to look at other sessions. Are there any questions? (Answer any procedural questions the students may have.) **You may begin.**

Circulate from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

Once the test session has ended, say to the students:

The testing period has now ended. Please put your pencil down, insert your Answer Booklet into your Test Booklet, and close your Test Booklet. For those who need additional time, please raise your hand.

Collect all test materials and store them in a secure place until the next scheduled part of the test.

Science—Session 2 (Grades 4, 8, and 10)

Materials needed: Test Booklets, Answer Booklets, and #2 pencils

If the Test Booklets and Answer Booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.

Read aloud to students:

In your Test Booklet, turn to the session that says “Science—Session 2.” (Pause.)

You will be told when the regular testing period is about to end. At the end of this session, please stop at the stop sign located at the bottom right corner of your Test Booklet. As long as you are working productively, you will be given more time to finish the test.

If you finish this session early, you may go back and check your answers in this session only. You may not go forward or back to look at other sessions. Are there any questions? (Answer any procedural questions the students may have.) **You may begin.**

Circulate from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

Once the test session has ended, say to the students:

The testing period has now ended. Please put your pencil down, insert your Answer Booklet into your Test Booklet, and close your Test Booklet. For those who need additional time, please raise your hand.

Collect all test materials and store them in a secure place until the next scheduled part of the test.

Science—Session 3 (Grades 4, 8, and 10)

Materials needed: Test Booklets, Answer Booklets, and #2 pencils

If the Test Booklets and Answer Booklets were collected after the last test session, return them to the students. Each student must have his or her original test materials. Distribute #2 pencils to students who need them.

Read aloud to students:

In your Test Booklet, turn to the session that says “Science—Session 3.” (Pause.)

You will be told when the regular testing period is about to end. At the end of this session, please stop at the stop sign located at the bottom right corner of your Test Booklet. As long as you are working productively, you will be given more time to finish the test.

If you finish this session early, you may go back and check your answers in this session only. You may not go forward or back to look at other sessions. Are there any questions? (Answer any procedural questions the students may have.) You may begin.

Circulate from time to time during the session. Since this is not a timed test, students who are not finished after the allotted time range may be relocated to a predetermined location within the school.

Once the test session has ended, say to the students:

The testing period has now ended. Please put your pencil down. I will collect your Answer Booklets and Test Booklets. For those who need additional time, please raise your hand.

Returning Test Materials to the School Test Coordinator

Collect all test materials and store them in a secure place for return to your school test coordinator.

Be sure to return all used and unused test materials to your school test coordinator on or before 10:00 A.M. on March 27, 2014.

- Place used Answer Booklets (including partially completed tests and Answer Booklets for enrolled students who did not take the test) in the large white envelope labeled “For Return of Used Answer Documents.”
- Return unused test materials to your school test coordinator separately. Please remember these materials should also be kept secure.

Glossary

TERM	DEFINITION
Accommodations	Special arrangements made for students who are unable to take the assessment under normal circumstances.
Alternate Assessment	The process by which teachers collect information (performance event) that reflects a student's abilities; for a small percentage of students with disabilities for whom accommodations to the regular assessment will not give results representative of those students' abilities.
Common Item	A question that is scored. Common items appear in the same locations across all forms of the assessment to allow comparison of individual student performance.
Constructed-Response Item	An item that requires more than one or two words for a response; this type of item is also called an open-response item.
Criterion-Referenced Test	An assessment that compares a student's performance to a specific standard or standard of achievement established for an entire content domain or sub-domain.
Field-Test Item	A trial item on a test form. Field-test items are not included in final student results.
Foreign Exchange Student	A high school student who has been issued a student visa. An elementary student who has accompanied a parent(s) to the United States and has a student visa.
Former LEP Student	<p>A student previously identified as Limited English Proficient who has attained proficiency. A student cannot be identified as former LEP for more than two years. To determine when LEP students become proficient, districts take into account multiple measures, including the following:</p> <ul style="list-style-type: none"> • An overall score of proficient (P) or advanced (A) on the English Language Proficiency (ELP) assessment along with a rating of proficient or above (PA) in all domains (listening, speaking, reading, and writing). Students scoring as proficient (P) should demonstrate a proficient score on the ELP assessment for two consecutive years. Students scoring as advanced (A), along with additional measures and teacher input, would be considered proficient and no longer LEP. • Input from additional measures of reading, writing, or language development available from school assessments that link to the district process in place for the identification of LEP students. <p>More detailed information is available on the OPI website at www.opi.mt.gov.</p> <p>If you need further clarification, please contact OPI bilingual specialist Lynn Hinch at (406) 444-3482 or lhinch@mt.gov.</p>

Full Academic Year	Continuous enrollment from the October enrollment reporting date (first Monday in October) through the school test administration window. This definition is applied separately at both the school and district levels, with those students identified as not in school for the full academic year (NSAY) being excluded from all school-level annual measurable objective calculations and those students identified as (NDAY) being excluded from all district-level annual measurable objective calculations. (OPI AYP Data Glossary)
LEP Eligibility	<p>A student must be identified as one of the following:</p> <ol style="list-style-type: none"> 1. An individual who was not born in the United States or whose native language is a language other than English. 2. An individual who comes from an environment where a language other than English is dominant. 3. An individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. <p>AND;</p> <p>The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language so as to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.</p>
Montana Digital Academy (MDA) Students	Grade 10 students enrolled in a public high school for more than 180 hours, including taking classes through the MDA.
Montana Youth Challenge (MYC) Students	Grade 10 students enrolled in a public or private accredited high school for more than 180 hours, but attending the Montana Youth Challenge Academy beginning in January 2013 are required to participate in the CRT. AIM needs to be updated to indicate that these students are attending the Montana Youth Challenge Academy. Their barcode labels, Answer Booklets, and Test Booklets will be sent to the Beaverhead County Superintendent, who will administer the CRT to them and return the materials to Measured Progress. Their results and participation will be attributed to the high school in which they are enrolled.

APPENDIX A

Suggested Testing Schedules and Session Lengths

GRADES 4, 8, & 10: SCIENCE	
Day 1	Time Range (in minutes)
Session 1	45–50
Day 2	
Session 2	45–50
Break	
Session 3	45–50

APPENDIX C

CRT Accommodations

The *Spring 2013 CRT Accommodation Manual* can be accessed at <http://www.opi.mt.gov/curriculum/MontCAS>. The following tables provide information on accommodations

Student Population	Parameters for Use of Standard Accommodations	Parameters for Use of Nonstandard Accommodations
General Student Population	<ul style="list-style-type: none"> • Can be used, must be based on individual student need and not an instructional strategy determined for a group of students. • Must be a practice routinely used by this student in classroom instruction and assessment for at least 3 months prior to testing. • Accommodation(s) used must be coded in the student Answer Booklet on page 2. • **Accommodations intended for students with an IEP or 504 Plan. In unusual circumstances, a student without an IEP or 504 Plan may require an accommodation keyed with **. 	<ul style="list-style-type: none"> • Not allowed under any circumstances.
Students with an IEP or 504 Plan	<ul style="list-style-type: none"> • Can be used, based on individual student need. • Need for accommodation is documented in the student's IEP/504 Plan. • Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT. • Accommodation(s) used must be coded in the student Answer Booklet on page 2. 	<ul style="list-style-type: none"> • Can be used if need for accommodation is documented in the student's IEP/504 Plan. • Accommodation(s) used must be coded in the student Answer Booklet on page 2. • Nonstandard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT.

<p>LEP Students</p>	<ul style="list-style-type: none"> • Can be used, based on individual student need. • Must be a practice routinely used by this student in classroom instruction and assessment for at least 2–3 months prior to testing. • Accommodation(s) used must be coded in the student Answer Booklet on page 2. 	<ul style="list-style-type: none"> • Can be used if need for accommodation is documented in the student’s IEP/504 Plan or after consultation with the OPI State Assessment Director and the OPI bilingual specialist. • Accommodation(s) used must be coded in the student Answer Booklet on page 2.
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Some accommodations are coded with * or **.

- * Accommodations suggested as appropriate for Limited English Proficient (LEP) students.
- **Standard accommodations are intended for use with students identified as IEP/504/LEP.

These accommodations must be listed in the student’s IEP, 504 Plan, or LEP Plan.

- In unusual circumstances, approval may be requested for a general education student (not identified as IEP/504/LEP) to be administered the CRT with an accommodation keyed with **. In most cases, these are students who may have a medical emergency at the time of testing. In medical emergency cases, please contact Judy Snow, 406-444-3656 or jsnow@mt.gov.
- **New this year:** For prospective cases in which the request is not related to a medical emergency, the guidelines below should be followed.
 - The accommodation has been in place and used regularly in classroom instruction for at least three consecutive months.
 - A team made the decision about the appropriateness of the accommodation for instruction and formalized assessments.
 - There are data to demonstrate the effectiveness of the accommodation for the student on formalized assessments.
 - The accommodation is used in the administration of ALL other formalized assessments such as MAPS, chapter tests, unit tests, and other tests administered to groups of students.

Instructions for the online process to request approval will be provided to System Test Coordinators in a separate document.

REMINDERS:

- Accommodations are determined on an individual basis.
- There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice, or any part of the assessment.
- Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.
- Allowable standard accommodations for the CRT that are described in a student’s IEP/504 Plan should match those used during the administration of the CRT.
- Nonstandard accommodations for the CRT that are described in a student’s IEP/504 Plan should be used during the administration of the CRT.

The following tables include a list of standard and nonstandard accommodations guidance.

Standard Accommodations

Scheduling Accommodations	
1.	Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.
2.	Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
3.	N/A
Setting Accommodations	
4.	*Individual Administration: Test was administered in a one-to-one situation.
5.	*Small Group Administration: Test was administered to a small group of students. Recommend no more than fifteen students unless accommodation 22 for which no more than five students should be in the small group administration.
6.	Reduce Distracters: Student is seated at a carrel or other physical arrangement that reduces visual distraction.
7.	*Alternative Setting: Test is administered to the student in a different setting.
8.	*Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9.	Home Setting: Test is administered to the student by school personnel in their home.
10.	*Front Row Seating: A student is seated in the front of the classroom when taking the test.
11.	N/A
Equipment Accommodations	
12.	**Magnification: Student used equipment to magnify test materials.
13.	**Student (not groups of students) wears equipment to reduce environmental noises.
14.	**Template: Student uses a template. An example is a piece of card stock that has a window cut out which enables the student to focus by isolating lines or text or items.
15.	**Amplification: Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
16.	<p>**Writing Tools: After the student completes typing a constructed response, the test administrator transfers what the student typed into the appropriate space in the Answer Booklet word-for-word exactly as the student typed it. The student may review what the test administrator wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.</p> <p>NOTE: The answers must be directly transferred into the Answer Booklet with a # 2 pencil and not be on a separate piece of paper taped, glued, or stapled into the Answer Booklet.</p>
17.	**Voice Activation: The student speaks a response into a computer equipped with voice activation software. After the student completes an answer, the test administrator transfers what the student said and, for constructed response, transfers word-for-word exactly what the student

said into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.

NOTE: The answers must be directly transferred into the Answer Booklet with a # 2 pencil and **not be on a separate piece of paper** taped, glued, or stapled into the Answer Booklet.

18. ***Bilingual Dictionary:** Student uses a bilingual dictionary (note: bilingual dictionary could include a simplified English dictionary, glossary, or subject area vocabulary list).

Recording Accommodations

19. ****Dictation:** Student dictates answers to a test administrator who records them in the Answer Booklet. While the student completes dictating answers and/or a constructed response, the test administrator transfers what the student dictated, and for constructed responses writes what the student dictated into the appropriate space in the Answer Booklet word-for-word exactly as the student dictated it. The student may review what is bubbled or written; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.
NOTE: The answer must be directly transferred into the Answer Booklet with a # 2 pencil and **not be on a separate piece of paper** taped, glued, or stapled into the Answer Booklet.

20. ****Writing Tools:** The student marks or writes answers with the assistance of a technological device or special equipment. After the student completes an answer, the test administrator transfers what the student completed with a technological device or special equipment and, for constructed response, transfers word-for-word exactly what the student completed into the appropriate space in the Answer Booklet. The student may review what the test administrator marked or wrote and advise changes; however, the test administrator may not clarify, elaborate, or make any changes not initiated by the student.
NOTE: The answers must be directly transferred into the Answer Booklet with a # 2 pencil and **not be on a separate piece of paper** taped, glued, or stapled into the Answer Booklet.

21. ****Assistive Technology:** Another form of assistive technology that does not change the intent or content of the test but is routinely used by the student, was employed by the student (not groups of students) to take the test.

Modality Accommodations	
22. ***Oral Presentation:	<p>Science: The test administrator must read the test items and answer choices word-for-word. Before reading aloud, the test administrator should advise students that each item and answer choice will be read aloud in exactly the order as presented. Students should also be advised that items, including answer choices, will be repeated at the end of a session in case the students wish to review/check their work.</p> <p>Cautions about oral presentation:</p> <ul style="list-style-type: none"> • This accommodation should be a low-incidence accommodation. Please consider the following to determine the appropriateness of this accommodation for each student. <ul style="list-style-type: none"> • Assessment results are available to support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language. • There is documentation of remedial reading services and/or special education and supplementary aids and services. • Through classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning. This accommodation could be applicable for LEP students whose oral/aural proficiencies (listening and speaking) significantly exceed their English reading and writing skills, i.e. the student recognizes a word when spoken, but not written. • Oral presentation should be limited to small groups of students, three to five students. • In advance of the test sessions, students should be advised to follow along with the text as it is being read.
23. **Test Interpretation:	Tests, including directions, were interpreted for students who are deaf or hearing-impaired.
24. *Test Directions with Verification:	An administrator gave test directions with verification (by using a highlighter) so that the student understood them.
25. *Test Directions Support:	An administrator assisted students in understanding test directions, including giving directions in native language.
26. **Braille:	A Braille version of the test was used by the student.
27. Large Print:	A large print version of the test was used by the student.
28. Other:	With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

Nonstandard Accommodations

29. N/A
30. N/A
31. N/A
32. N/A
33. Other, Science: With verification from OPI in advance of the testing window, some other approved accommodation is used by a student.